

Schedule for Early Number Assessment 2

Interview guidelines

General

- Have an assessment sheet for each student being interviewed.
- Place the assessment sheet to the side of the work space and, if possible, out of the students' view. A small screen is useful for this purpose.
- Note incorrect responses and any useful comments on the assessment sheet.
- Where useful, ask students to explain their strategies.

Addition & subtraction (Tasks 1 – 2)

- These tasks are designed to elicit facile counting strategies. It is recommended that the student be operating at least at the counting on and back stage before administering SENA 2.
- Administer the tasks verbally. Do not provide material.
- Determine the strategies the student uses to solve each task.

Numeral identification (Tasks 3 – 12)

- Show the numeral cards in the order indicated.

Counting by 10s and 100s (Tasks 13 – 16)

- Stop if the student encounters difficulty.

Combining and partitioning (Tasks 17 – 18)

Task 17

- See if the student can produce at least three different number combinations that total 10.

Task 18

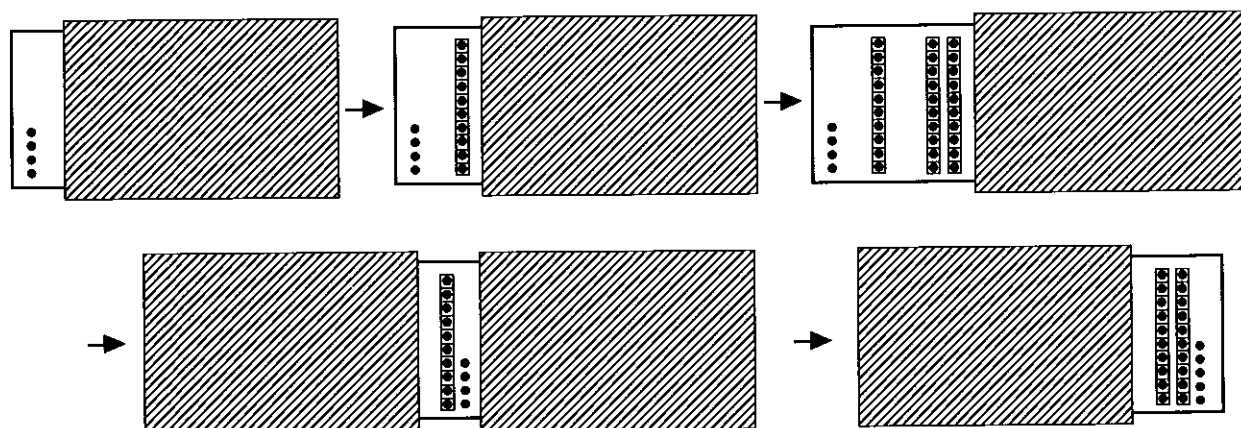
- See if the student can produce both standard ($10 + 9$) and non-standard (e.g. $11 + 8$) partitionings of 19.

Place value (Tasks 19 – 22)

Task 19

- Stop if the student counts on by ones. (The student would be determined to be at level 0).

Uncovering task: Cover the dots and then uncover as follows:



Then cover all the dots and ask: *How many more dots would I need to make 100?*

Students are determined to be at Level 1 (Ten as a unit) if they successfully manipulate tens and ones in this task. If students successfully answer the final question, they would be at Level 2 (Tens and ones).

Tasks 20 – 22

- Ask the student to explain the strategy used.
- Success with these tasks may indicate Level 2 (Tens & ones).
- Identify if the student used a split or jump method to solve the tasks.

Multiplication & division (Tasks 23 – 28)

Task 23

Present more than 12 counters, randomly placed to the student. The first instruction is designed to indicate if the student is able to form equal groups. The follow-up question is designed to show the counting strategy which the student uses to find the total.

Task 24

- If the student is able to recreate the groups and keep track of the count, he or she is typically demonstrating Level 4.
- Note the strategy used. Does the student multiply, use repeated addition, use a double count or need to recreate the individual units using finger strategies?

- If the student is unsuccessful with the circles screened, remove the screen to make the markers for the units visible. This reduces the question to Level 3.
- If necessary, reduce to a lower level by turning the circles over for a Level 2 or Level 1 response.

Task 25

- This is an oral question.
- Try to discover the student's strategy.
- This task is designed to indicate:
 - Level 4 strategy (solving a quotitive division where the number of groups are not apparent)
 - a more advanced strategy (6×2 or $12 \div 2$).

Task 26

- Place a cover over the array as indicated and then display.
- Try to discover the student's strategy.
- This task is designed to indicate:
 - Level 3 strategy (counting hidden items by fives)
 - a more advanced strategy (7×5).

Task 27

- This task is designed to elicit students' Level 5 strategies (known facts, understanding multiplication and division as inverses, etc.).
- Part (c) can be done by adding 4 to the answer to part (a). Note whether the student is able to treat the question as multiplication or derives the result by addition.

Task 28

- This task deals with "Fair share with remainder".
- Ask the student to explain his or her answer.
- Note how the student deals with the "remainder".
- Additional prompt questions may be needed, for example:

If the student answers "5" ask, *Are they all full?*

If the student answers "4" ask, *Were there any left over?*

Area multiplication (Task 29)

- This task is designed to investigate the relationship between spatial structure and multiplication.
- Note whether the student counts by ones, attempting to visualise the implicit structure, counts in multiples or uses multiplication.
- Note the spatial structuring which the student uses to complete the drawing task.
- Does the student:
 - see the outside structure, but “lose” the middle structure?
 - see the rows, but not the column structure?
 - use a row by column structure?